

Kingston Elementary

4580 Hwy. 472
Conway, South Carolina 29526

Grades	PK-5 Elementary School	
Enrollment	581 Students	
Principal	Mary J. Anderson	843-365-3777
Superintendent	Dr. Bobby Nalley, Acting Superintendent	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	75	24	2

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Good	Good	Yes
2006	Average	Unsatisfactory	Yes

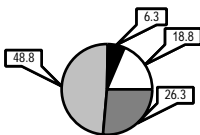
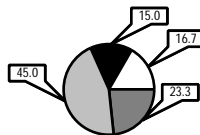
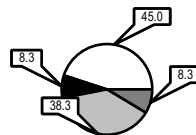
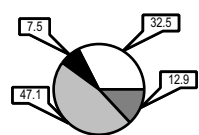
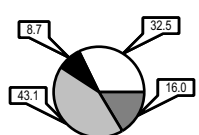
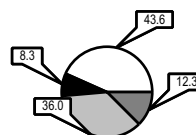
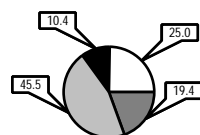
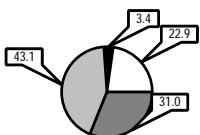
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	258	99.2	18.4	49.0	26.4	6.3	47.3	Yes	Yes
Gender									
Male	128	99.2	27.9	45.1	25.4	1.6	41.0	N/A	N/A
Female	130	99.2	8.5	53.0	27.4	11.1	53.8	N/A	N/A
Racial/Ethnic Group									
White	194	100.0	15.0	46.1	31.1	7.8	54.4	Yes	Yes
African American	54	98.1	32.0	54.0	12.0	2.0	22.0	Yes	Yes
Asian/Pacific Islander	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	215	99.5	12.5	50.5	29.5	7.5	54.0	N/A	N/A
Disabled	43	97.7	48.7	41.0	10.3	0.0	12.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	258	99.2	18.4	49.0	26.4	6.3	47.3	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	99.2	18.2	48.7	26.7	6.4	47.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	191	99.0	20.9	54.7	21.5	2.9	39.5	Yes	Yes
Full-pay meals	67	100.0	11.9	34.3	38.8	14.9	67.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	258	99.2	16.3	45.2	23.4	15.1	53.6	Yes	Yes
Gender									
Male	128	99.2	18.9	41.8	23.8	15.6	54.1	N/A	N/A
Female	130	99.2	13.7	48.7	23.1	14.5	53.0	N/A	N/A
Racial/Ethnic Group									
White	194	100.0	11.1	44.4	27.2	17.2	60.6	Yes	Yes
African American	54	98.1	36.0	46.0	12.0	6.0	26.0	Yes	Yes
Asian/Pacific Islander	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	215	99.5	9.5	46.0	27.0	17.5	59.5	N/A	N/A
Disabled	43	97.7	51.3	41.0	5.1	2.6	23.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	258	99.2	16.3	45.2	23.4	15.1	53.6	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	99.2	16.5	44.9	23.7	14.8	53.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	191	99.0	20.3	50.6	19.2	9.9	43.6	Yes	Yes
Full-pay meals	67	100.0	6.0	31.3	34.3	28.4	79.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	258	99.2	44.8	38.5	8.4	8.4	16.7
Gender							
Male	128	99.2	45.1	41.0	7.4	6.6	13.9
Female	130	99.2	44.4	35.9	9.4	10.3	19.7
Racial/Ethnic Group							
White	194	100.0	37.8	41.7	10.0	10.6	20.6
African American	54	98.1	76.0	20.0	2.0	2.0	4.0
Asian/Pacific Islander	2	50.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	215	99.5	39.5	42.0	9.0	9.5	18.5
Disabled	43	97.7	71.8	20.5	5.1	2.6	7.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	258	99.2	44.8	38.5	8.4	8.4	16.7
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	99.2	45.3	37.7	8.5	8.5	16.9
Socio-Economic Status							
Subsidized meals	191	99.0	52.9	36.0	7.6	3.5	11.0
Full-pay meals	67	100.0	23.9	44.8	10.4	20.9	31.3

Social Studies							
All Students	257	99.2	31.9	47.5	13.0	7.6	20.6
Gender							
Male	127	99.2	36.4	43.0	14.9	5.8	20.7
Female	130	99.2	27.4	52.1	11.1	9.4	20.5
Racial/Ethnic Group							
White	193	100.0	26.8	50.8	13.4	8.9	22.3
African American	54	98.1	52.0	38.0	8.0	2.0	10.0
Asian/Pacific Islander	2	50.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	214	99.5	24.6	51.8	15.1	8.5	23.6
Disabled	43	97.7	69.2	25.6	2.6	2.6	5.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	257	99.2	31.9	47.5	13.0	7.6	20.6
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	254	99.2	32.3	48.1	12.3	7.2	19.6
Socio-Economic Status							
Subsidized meals	190	98.9	38.0	48.0	9.4	4.7	14.0
Full-pay meals	67	100.0	16.4	46.3	22.4	14.9	37.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	89	100.0	7.4	24.7	59.3	8.6	67.9
	4	79	100.0	17.8	46.6	31.5	4.1	35.6
	5	87	100.0	16.7	41.7	41.7	0.0	41.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	98.8	19.0	38.0	38.0	5.1	43.0
	4	96	100.0	15.7	51.7	24.7	7.9	32.6
	5	76	98.7	21.1	57.7	15.5	5.6	21.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	89	100.0	7.4	65.4	19.8	7.4	27.2
	4	79	100.0	9.6	38.4	28.8	23.3	52.1
	5	87	100.0	15.5	42.9	19.0	22.6	41.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	98.8	12.7	55.7	21.5	10.1	31.6
	4	96	100.0	19.1	38.2	27.0	15.7	42.7
	5	76	98.7	16.9	42.3	21.1	19.7	40.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	89	100.0	28.4	55.6	13.6	2.5	16.0
	4	79	100.0	42.5	35.6	12.3	9.6	21.9
	5	87	100.0	41.7	33.3	14.3	10.7	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	98.8	48.1	40.5	8.9	2.5	11.4
	4	96	100.0	43.8	38.2	5.6	12.4	18.0
	5	76	98.7	42.3	36.6	11.3	9.9	21.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	89	100.0	13.6	61.7	18.5	6.2	24.7
	4	79	100.0	26.0	50.7	19.2	4.1	23.3
	5	87	100.0	46.4	36.9	9.5	7.1	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	85	98.8	25.6	52.6	16.7	5.1	21.8
	4	96	100.0	32.6	49.4	12.4	5.6	18.0
	5	76	98.7	38.0	39.4	9.9	12.7	22.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 581)				
First graders who attended full-day kindergarten	98.8%	Up from 96.6%	100.0%	100.0%
Retention rate	1.2%	Up from 0.8%	3.7%	2.8%
Attendance rate	95.6%	Down from 96.0%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.0%	0.0%	0.0%
Eligible for gifted and talented	20.6%	Up from 20.3%	8.9%	10.4%
On academic plans	45.0%	N/AV	39.9%	33.6%
On academic probation	0.0%	N/AV	1.0%	1.0%
With disabilities other than speech	7.6%	Up from 6.0%	8.4%	7.5%
Older than usual for grade	0.2%	Down from 0.6%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.2%	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	43.2%	Down from 43.6%	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.8%	2.4%
Teachers with emergency or provisional certificates	2.8%	Down from 3.4%	0.0%	0.0%
Teachers returning from previous year	90.7%	No change	87.3%	87.3%
Teacher attendance rate	95.6%	Up from 95.4%	95.1%	94.9%
Average teacher salary	\$43,302	Up 4.6%	\$42,257	\$42,485
Prof. development days/teacher	15.4 days	Up from 13.4 days	12.5 days	13.3 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 18.3 to 1	18.0 to 1	18.6 to 1
Prime instructional time	90.2%	Down from 90.6%	89.7%	89.7%
Dollars spent per pupil*	\$6,979	Up 10.5%	\$6,614	\$6,557
Percent of expenditures for teacher salaries*	64.6%	Up from 64.0%	64.0%	64.0%
Percent of expenditures for instruction*	69.4%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Kingston Elementary is a community based rural school serving students in Child Development through fifth grade. Our students are provided challenging and meaningful instruction through the skills of highly qualified teachers. The 2005-2006 school year was a productive one. Primary students ended the year with most meeting grade level targets, particularly Developmental Reading Assessment levels as outlined by district performance goals. Increasing reading comprehension skills in grades three through five was a priority for the year as established by the instructional staff. We participated in a partnership with the Cornerstone Literacy Foundation to implement best literacy practices.

As a result, teachers participated in professional growth and collaborative planning activities with a focus on comprehension strategies. Students in grades three through five received reading instruction in achievement level groups. Groups were determined by MAP results, PACT scores, teacher observations and other performance data. These groups were fluid and flexible in that a student could move to a different group according to academic needs. The performance level of students in mathematics continues to be higher than ELA. To ensure continuous growth, students work in TEAM time groups for thirty minutes of daily math skills lessons. Additionally, our students participate in monthly writing prompts, integrated use of technology, and after-school tutorial sessions. A summer school program is provided on site for qualifying students. Title I and local funds continue to support staff development activities for staff members and provide instructional materials for teachers and students.

The staff and school community share the mission to provide all children opportunities to excel in academics and develop positive social behaviors. The PTO works collaboratively with the staff to provide parenting workshops and family activities. School Improvement Council worked to increase the number of volunteers involved in school activities. Through these efforts, each classroom was provided with at least one volunteer to tutor students in academic areas. Community and service-related activities included Jump Rope for Heart, March of Dimes, CAP food drives, and HTC recycling. Students enjoyed enrichment of the arts through activities such as Fine Arts Day, May Day Play Day, and field day.

Kingston Elementary parents and staff feel this is a safe school where their children are challenged academically and appreciated personally. We will continue to strive for excellence and work to ensure all students reach their academic potential. Achievements of Kingston Elementary are due to the dedication of its students, school staff, parents, and community. The support of the community at large is appreciated in our quest to provide a quality learning experience for all students.

Mary J. Anderson, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	64	47
Percent satisfied with learning environment	95.7%	93.8%	93.6%
Percent satisfied with social and physical environment	97.8%	85.9%	97.9%
Percent satisfied with school-home relations	95.7%	90.5%	95.7%

*Only students at the highest elementary school grade level at this school and their parents were included.